

STUDY PROJECT

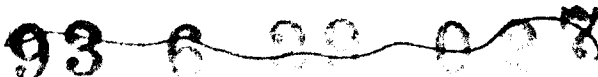
BY

DISTRIBUTION STATEMENT A:
Approved for public release.
Distribution is unlimited.

U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-5050



~~93-14764~~



DEPARTMENT OF THE ARMY
UNITED STATES ARMY WAR COLLEGE
CARLISLE, PA 17013-5050

18 June 1993

AWCSL

MEMORANDUM FOR DEFENSE TECHNICAL INFORMATION CENTER, BLDG 122,
CAMERON STATION, ALEXANDRIA, VA 22304-6145

SUBJECT: Replacement Copy for Student Paper

1. Enclosed is corrected copies of "Citizen Soldier - From the Hudson to the Potomac", author: Colonel Rick A. Hall.
2. Original copy was forwarded to DTIC on 20 May 1993, received from DTIC 27 May, 1993, with DTIC number: AD-A264 841.
3. Please discard original and use corrected copy for retention in DTIC system.
4. Any questions may be directed to Lillie Cramer, DSN: 242-4318 or Coml: 717-245-4318. Thank you for you patience and time in this matter.

Encl

Margarete M. Rice

MARGARETE M. RICE
Chief, Collection Development

REVISED
JUNE 1993

USAWC MILITARY STUDIES PROGRAM PAPER

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

CITIZEN SOLDIER - FROM THE HUDSON TO THE POTOMAC

AN INDIVIDUAL STUDY PROJECT

by

Colonel Rick A. Hall
United States Army Reserve

Colonel Robert J. Familetti
Project Adviser

DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.

U.S. Army War College
Carlisle Barracks, Pennsylvania 17013

ABSTRACT

AUTHOR: Rick A. Hall, COL, USAR
TITLE: Citizen Soldier - From the Hudson to the Potomac
FORMAT: Individual Study Project
DATE: 1 March 1993 PAGES: 17 CLASSIFICATION: Unclassified

In June 1984, the Chief of Staff of the Army directed the DCSOPS to begin a project to capture lessons learned in Active Component (AC) Division command. The project consists of War College students interviewing selected Division Commanders (AC) allowing them to reflect on what they had learned during their time in command. Several Division Commanders (AC) have been interviewed, their answers compiled by category and published in a booklet available to potential Division Commanders (AC). No such program exists with respect to the Reserve Component (RC) of the Army, specifically as it relates to command of Major U.S. Army Reserve Commands (MUSARCs). There are forty-five MUSARCs in the Army Reserve, each commanded by a Major General or Brigadier General. This paper represents the initial effort to capture lessons learned from one such MUSARC Commander, namely MG William F. Ward, Jr. Commander 77th ARCOM, New York City, New York. MG Ward subsequently served as Chief, Army Reserve our country's "top citizen soldier".

Table of Contents

Abstract	ii
Introduction	1
Biographical Summary	2
West Point Experience	3
Korean War Experience	4
Post Korea Experience	6
Preparation for ARCOM Command	7
Surprises Upon Assumption of Command	8
Readiness	9
Capstone Relationships	9
Training	10
Junior Officer Leadership	10
Senior Leadership	11
Active Component (AC) Assigned to Reserve Units	13
RC Career Impact on Civilian Career	13
Importance of War College for Reservists	14
Conclusion	14
Recommendation	15
Bibliography	17

INTRODUCTION

The mission of the Army Reserve is to provide trained units and qualified soldiers for active duty in the Armed Forces, in time of war or national emergency and at such times as national security requires.

The Army Reserve consists of the Ready Reserve, the Standby Reserve, and the Retired Reserve. The Ready Reserve consists of the Selected Reserve and the Individual Ready Reserve (IRR). The Selected Reserve consists of reservists assigned to troop program units (TPUs), reservists who serve as Individual Mobilization Augmentees (IMAs), and reservists who are members of the Active Guard/Reserve (AGR) Program.

TPUs are organized and assigned, for purposes of command and control, to Major United States Army Reserve Commands (MUSARCS). The MUSARC is responsible for the manning, training, equipping, and mobilizing of the TPUs under its command and control. There are forty-eight MUSARCs organized and operating within the current Army Reserve structure, most commanded by a USAR Major General and some commanded by a USAR Brigadier General.

The MUSARC Commander finds himself/herself in command of combat, combat service, and combat service support units often spread out over a multiple state area and often totalling between 5,000 and 20,000 soldiers. There exists no pre-command course for MUSARC commanders and no formal program whereby lessons learned from previous MUSARC Commanders may be shared

with newly selected MUSARC Commanders.

This paper provides the results of the first lessons learned interview conducted with a former MUSARC Commander, namely Major General William F. Ward, Jr. who commanded the 77th ARCOM, in New York City, New York and went on to serve as the Chief, Army Reserve, that is, the top citizen soldier in the United States Army. Due to the unique background and experience of MG Ward, a brief biographical summary is also included. The following biographical summary and statements of lessons learned by MG Ward as 77th ARCOM Commander are written in the "first person" as they represent a summarized paraphrase of the interview I conducted with MG Ward.

BIOGRAPHICAL SUMMARY

I was born into a typical 20th Century nuclear family in Everett, Massachusetts. The Ward side of the family came to America from Ireland, before the Revolutionary War, with no idea of settling down and doing anything productive except fighting the British. However, they did stay around and became involved in the early railroad business along with the politics of the Boston scene. My father was a graduate of Boston College as was his father. The Ward family, like most immigrants, were super patriotic. My father served in the Navy, retiring as a Captain in the Navy Reserve. He provided a Navy orientation to our family. My father was very bright and set a standard of intellectual perseverance that made it tough to follow. He also served as Republican Chairman in the community. My mother

was a remarkable woman, a hard worker, and very well liked in the community. Additionally, she served as Democratic Vice Chairman in the community. The kitchen table, in the Ward household, provided a unique setting for quite interesting nightly discussions. Our family orientation was always focused on public support to our community and nation.

I was a straight "A" student in High School and President of the Student Council. I played football, baseball and basketball in school leagues and hockey in a community league. I also worked part-time as an apprentice in a meat cutter shop, often working 30 to 35 hours a week when there was no sports practice. In addition for a brief time while in school I organized a band and quickly found out that I could make more money playing "gigs" than working the meat counter for 35¢ per hour.

I pursued the application process for appointment to Annapolis including the competitive exam and congressional interview process. My Congressman said there was no appointment available at Annapolis but there was one available at West Point. I did not know anything about West Point but the Congressman told me that they had a very good hockey team. That ended the discussion. It was the United States Military Academy at West Point for me.

WEST POINT EXPERIENCE

High School was a very secure experience for me, but initially West Point posed a different environment. West Point

was full of young men who had all experienced very secure and successful high school days. The competition was tough and I learned a different way of getting along with people that I would incorporate into my endeavors from then on. The lessons I learned were that teamwork was extremely important, preparation time was key, and the ability to manage my time was crucial to success. Early on, I became skeptical about the "screaming and shouting" requirement to lead troops and sought to lead by example and emphasize good positive communications. From time to time it bothered me that there was so much emphasis on appearance. One needs to scratch beneath the appearance to discover the moral underpinnings which make up the character required to lead people.

KOREAN WAR EXPERIENCE

I graduated from West Point in 1950 and in very short order found myself in Korea. There was no opportunity for attendance at the Officer Basic Course and the first time I found himself in a "moving" tank was in Korea. I refer to the Korean War as the "great unappreciated war". It was truly a "war on the cheap". Winter operations were conducted with summer equipment. Training was not the problem but equipping and manning the force was. No more "Task Force Smiths" is not only an attack on the training of the force but on the equipping and manning of the force.

One day while approaching a small village with my recon platoon, we unexpectedly ran into a Chinese company. My jeep

driver and I pulled into the lead as we entered the village and all of a sudden all I could see was Chinese soldiers on the road. A fire fight ensued and I remember emptying my carbine at the Chinese. By now they are banging on my jeep and shooting up the engine. I turned around, pulled my pistol out, and found myself standing face to face with a Chinese officer and he's grinning at me, as if to say, "I got you". I fired and hit him in the hip. He spun around, went ass over tea kettle, and dropped. I rolled down a small embankment and took one round right through the top of my helmet, which took my helmet off. The next two rounds went through my helmet liner and grazed the top of my head. Another round went through my helmet liner, took off the top of my ear, and went out my back like a rope burn. The rounds grazing my head took a lot of blood and I remember a couple of grenades going off near by. I continued to fire until I emptied my magazine and figured I was in deep trouble. I played dead. A Chinese soldier came up and took my pistol and my map case, which included an unmarked map and all my wife's letters. Some Chinese soldiers must have had a great time reading those "red hot" letters. As I continued to lie there, playing dead, the Chinese tore off my watch. Someone grabbed at my finger to remove my ring but couldn't so I lay there waiting for them to shoot off my finger. It didn't happen but suddenly I felt a tremendous belt on my right shoulder, evidently someone kicked me very hard. I didn't budge, didn't moan or grunt, and continued to hold my breath which seemed to be for a very long, long time. To this day I don't know how

long I lay there, but what after seemed a very long time I looked around and saw that the Chinese soldiers had left me for dead and were moving down the road out of the area. When I could see that they were out of range I jumped up and took off down the road, back toward our main column as fast as I could. They began shooting at me but I was out of range. I got back to our main column probably about a mile and a half away. I went back to the battalion aid station and from there was sent to a nearby surgical hospital where they fixed my ear and I was back in the battalion area within an hour. The next morning I went back to the scene of the earlier fire fight. My jeep was still there but I never found my map case. A few bodies were left scattered around. I figured I was "one lucky dude". The lesson I learned was that at times you must just follow your instincts. I knew I didn't want to become a POW so I did what I had to do so I would not be captured.

POST KOREA EXPERIENCE

I returned to the states and subsequently commanded a tank company in the Third Armored Division and was selected as Aide de Camp to General John R. Beishline, West Point Class of '31. He was one of the Army's early "intellectual" giants. I watched him work and gained great insights on how the Army worked at the highest levels. These lessons would stay with me throughout my career. I was planning to stay in the Army but the illness of my parents forced me to leave active duty and return home to take over the family insurance business.

None of my brothers or sister had an insurance license, only me. I went home took over the business, continued my formal education at graduate school, and commanded a Tank Company in the Army Reserve.

My early military career emphasized all that is encompassed in the tradition of "Duty, Honor, Country". My early life, West Point experience, and Korean experience established a leadership foundation that would stay with me throughout my Army Reserve career leading to my selection as Commander, 77th ARCOM and subsequently Chief, Army Reserve.

PREPARATION FOR ARCOM COMMAND

The minute you start worrying about whether or not you're going to become a general you don't deserve to be a general. I always did a lot of reading, especially biographies and autobiographies of great military leaders. I especially remember reading the biography of General Abrams. He had the great ability to cut through the periphery and get to the real problem. Generals Grant, Pershing, and Marshall did the same thing. The higher up the chain of command you go the smarter you have to be and the smarter you have to be in subjects outside the military like economics, social behavior, and politics. General Colin Powell is very good at this.

The ability to effectively manage your time is critical. You can't do everything you want so you must prioritize your efforts. My West Point experience really laid the foundation for learning how to manage and prioritize my time.

My civilian experience was key. At the time I was selected to command the 77th ARCOM, I was running a company comprised of 800 employees with a budget of over two hundred million dollars. Militarily I had served as Chief of Staff and Deputy ARCOM Commander so I felt totally prepared to command the ARCOM. Serving as ARCOM Chief of Staff is the best prerequisite for ARCOM Command. It's the toughest job in the ARCOM and after serving as the Chief you know whether or not you're ready to command.

It's important that you keep up with what is going on in the Army as a whole. Too many ARCOM Commanders have a very limited perspective of what is happening within the Army above the ARCOM. You've got to be prepared to deal in a large organizational environment, where you're able to have the patience of Job and let your "bladder fill to overflowing without your mind going out to lunch at the same time".

SURPRISES UPON ASSUMPTION OF COMMAND

The most surprising thing for me was the relationships you had with the Active Component leadership. You go from dealing with officers who were brilliant and helpful to dealing with those who were "out to lunch". LTG Jeff Smith, former 1st Army Commander was brilliant. He did his homework. He knew what was on every page of his regulations and you couldn't "BS" him at all.

READINESS

Obviously readiness is the major concern facing USAR Commanders. I developed what we called the "Readiness Blitz" or the "Blue Goose Blitz". In essence, this was a Command Readiness Inspection conducted by the ARCOM staff which checked to see if units had the appropriate equipment on hand and the soldiers needed for deployment. The inspection report went directly to the Unit Commander with a copy to the intervening higher headquarters. A repeat visit would be conducted within 30 days to see if the unit had taken action to correct the deficiencies. Readiness improved significantly in a very short time.

Low MOS qualification was a problem. We had no problem getting people but we had a problem getting people trained. We had a real problem in our Chemical Detachments. We had a lot of Chemical Detachments and no company or battalion headquarters for them. We borrowed spaces from other units and created a "phantom" headquarters that formed a Chemical Action Team that visited every Chemical Detachment and helped them raise their unit readiness in about three months.

CAPSTONE RELATIONSHIPS

You don't have a CAPSTONE relationship if you don't reach out and make sure one exists. By the time I was ARCOM Commander I knew a lot of the Active Component leaders. Some of my early contemporaries were now two, three, and four star generals and

it was not very difficult for me to talk to them and get things done. I think it's time to realign CAPSTONE responsibilities geographically, dividing the responsibilities among the three CONUSA based Corps and doing away with the CONUSAs. If you say the Corps can't handle it, give them a Deputy Corps Commander for Readiness. CAPSTONE should not be abandoned, it should be reinforced.

TRAINING

The Readiness Blitzes directed our efforts to improve training management. We reviewed the allocation of resources to the USAR schools and increased their effectiveness. My experience serving in USAR schools reinforced my desire to use them more extensively in improving the readiness of the ARCOM units. We developed additional "affiliation" programs especially with our Military Police units. Active Component Military Police units can always use more soldiers. Once you establish a good affiliation program with a nearby active component unit it pays big dividends. You begin to help each other. At times the active component unit was sending soldiers to our ARCOM to get training they couldn't get otherwise.

JUNIOR OFFICER LEADERSHIP

Junior officer leadership training is key. Working closely with the Readiness Group we developed a Company Commander's Course that would later serve as a model for all of 1st Army. A great deal of what we did is now part of CAS3. It was a forty

eight hour course that ran three weekends in a row. The first time we did it I sat through the entire six days of the course. We changed some things the second time we ran the course. It now provided a strong technical background for our young company grade officers so they wouldn't be "snowed" by the supply sergeant or personnel sergeant. You want to instill in your company grade officers the desire to be a company commander. If you don't want to be a company commander I don't want you in the ARCOM. Tracking the talent of junior leaders consists of watching the young company commander. Is he/she doing what's right for the unit, the soldiers, and the mission or is he/she just interested in "playing games". Guys that scare me are the "super macho" type, whether they have competent units or not, who are in there for devious kicks or whatever. Good commanders approach their commands with care and compassion but not coddling.

SENIOR LEADERSHIP

My ARCOM command experience confirmed almost everything I had previously learned about leadership in addition to teaching me a few new things. I learned some new nuances about race relations. I learned that at times humor could be used in a positive way in dealing with some very difficult and strained circumstances. I remember one specific instance where I visited a unit that had some race relations problems. The unit was all assembled waiting for me to give my "brotherhood of man, fatherhood of God" speech. My Sergeant Major, an Italian, took

the stage to introduce me. As he looked out over the unit the blacks were all on one side of the room and the whites on the other. He began addressing the group, speaking in a deliberate Italian accent, saying, "hey, what do I have out here...all the black guys on one side and all the whites on another...and in the front two rows I have all the "dagos"...first, we're going to integrate this unit...O'Brien come down here in front and sit with Paunchnelli...Paunchnelli now you go back there and sit next to Amos". Everyone was looking at him and he continued to speak. "Come on now...I'm the Sergeant Major of this ARCOM and I want everyone to move...Now get moving". Soldiers began to get up and move around. After he had everyone change seats he continued. "OK now this looks like an integrated unit...but it ain't integrated yet because you don't care for each other...OK I want you to shake hands now...just shake hands now no kissing on the lips". With that everyone starting laughing. The Sergeant Major quieted them down and now very solemnly continued without the added Italian accent. "Now you look and sound like an integrated unit but you're not...and I don't know if you ever will be...but I want you to understand one thing...the guy next to you...he could find himself in a position of relying upon you for his life...and you upon him." And he went on talking about teamwork. Humor isn't always the answer but in this case the Sergeant Major story went around the ARCOM and was repeated often, signifying the importance of teamwork in a military organization.

If I were to address a group of newly selected ARCOM

Commanders, I would tell them that their job is to be a servant of our country and a facilitator of victory. ARCOM Commanders don't get to the top because they're gorgeous, they get there because senior leaders think they have the "stuff" to get the job done. Don't disappoint those who have faith in you. Don't forget the mission, just make sure you're the leader and get the job done. You'll fall apart if you think you're "hot stuff" and the world revolves around you. You need to revolve around the mission of your command.

ACTIVE COMPONENT (AC) ASSIGNED TO RESERVE UNITS

I think we need more AC soldiers assigned to RC units. It shocks me that we have AC generals who don't have the foggiest idea what a "paid drill" is all about or what an SSAA is, or what a UTA is. Our AC leaders can't wait until mobilization to learn what the USAR is all about and how it functions. They don't have the time then. I would like to see assignment to the RC one of the requirements for promotion like joint service.

RC CAREER IMPACT ON CIVILIAN CAREER

My RC military career impacted adversely on my civilian career. At Dun and Bradstreet one of the reasons I didn't get selected as Chairman of the parent company was that I was too involved in the military. Your civilian bosses are proud that you are serving in the Reserve but they are wondering why you are so involved in the military. I remember staying late at the office one night to wrap up some reserve paperwork before

going out of town on civilian business. The phone rang and it was the General Counsel of the company. He said he had tried to get me at home and was told I was still at the office. He asked me why I was still in the office and I told him I was working on my Army "stuff". I knew he immediately started wondering about the amount of time I was spending on military "stuff"? Had I started about one in the afternoon? The minute I said it I knew I had said the wrong thing.

In the investment banking business, my military career enhanced my business, especially when dealing with Europeans. They were happy to be involved with people who were actively associated with the military.

IMPORTANCE OF WAR COLLEGE FOR RESERVISTS

Contrary to what some of my former associates have stated I think the War College experience is very important for the Reservist. It provides insight into the innerworkings of the Department of the Army. It standardizes your view of the Army and the geopolitical position of our country and it also brings you in line with all the AC "jargon".

CONCLUSION

This paper represents the first initial effort by the U.S. Army War College to "pick the brain" of a former U.S. Army Reserve senior commander and leader. It appears that the information put forth would be enlightening not only for other senior USAR leaders but for AC leaders also, especially for

those in leadership positions that have an impact on the future of the RC. Operation Desert Shield/Desert Storm helped to validate the Army's Total Force Policy. The United States Army Reserve contributes significantly to the Army's Total Force providing the backbone of the Total Army's ability to go to war and sustain operations. During peacetime the Army Reserve allows our country to maintain a viable deterrent force at a much reduced cost to a fully manned Active Army.

The readiness of the Army Reserve has increased significantly since the Total Force Concept was developed twenty years ago. Historically, the Army Reserve has had the lowest readiness rate of all Reserve Components. This was one of the primary reasons leading Congress to direct the establishment of the United States Army Reserve Command (USARC). Perhaps inherent in this decision lies the accusation that the Active Component does not fully understand the nuances of the Reserve Component in a way that leads to programs and decisions that result in improved readiness throughout the Army Reserve.

RECOMMENDATION

Recommend that the Army War College include in their Oral History and Division Command Lessons Learned Program an opportunity for both AC students and/or RC students to interview selected current and former senior RC leaders. The information gathered should be compiled into a publication similar to the AC Division Command Lessons Learned publication and circulated among current AC and RC leaders. Mr. Lee Harford, Historian,

United States Army Reserve Command, has informed the War College that he will support Oral History Projects related to the Army Reserve. His support would include transcriptions and probable travel funds.

Coming to the War College from the West Coast, I further recommend that Major General Kent H. Hillhouse, Commander, 91st Division, Ft Baker, California be put at the top of the list of current "two star" commanders to be interviewed. MG Hillhouse is a Distinguished ROTC Graduate and a highly decorated Vietnam veteran, whose command tenure is about to expire. He is a member of the Secretary of the Army's Army Reserve Policy Committee. He also currently serves as Chairman of a Special Committee reporting to the Chief, Army Reserve, whose objective is to explore and recommend to the Chief future missions for the United States Army Reserve. MG Hillhouse's committee recommendations provided the nucleus of the recently published Chief, Army Reserve White Paper entitled "The Chief, Army Reserve's Vision" dated 29 January 1993.

BIBLIOGRAPHY

- National Defense Research Institute. Assessing the Structure and Mix of Future Active and Reserve Forces: Final Report to the Secretary of Defense. Santa Monica, CA: Rand Corporation, 1992.
- Office of the Chief, Army Reserve. The Chief, Army Reserve's Long Range Plan, 1990-2020. Washington: Office, Chief Army Reserve, 1990.
- Office of the Chief, Army Reserve. Army Reserve Special Report 1992: Twice the Citizen. Washington,: Office, Chief Army Reserve, 1992.
- Office of the Chief, Army Reserve. The Chief, Army Reserve's Vision. Washington: Office, Chief Army Reserve, 29 January 1993.
- Reserve Officer's Association National Security Report. The Reserve and the Total Force: America's Future National Security. Washington: Reserve Officers Association of the United States, 1993.
- United States Army War College. Experiences in Division Command 1990: Division Command Lessons Learned Program. Washington: Government Printing Office, 1991.